

## Cyril B Busbee Middle

1407 Dunbar Road  
Cayce, SC 29033

**Grades** 6–8 Middle School

**Enrollment** 359 Students

**Principal** Dr. Jennifer Glenn Morrow 803–739–4070

**Superintendent** Barry F. Bolen 803–739–8399

**Board Chair** Jerry S. Chitty 803–739–4708

## The State of South Carolina

Annual School  
Report Card

# 2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	27	4

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No

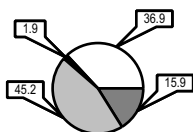
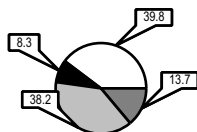
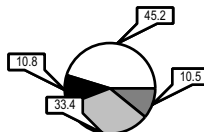
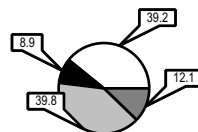
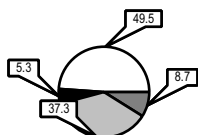
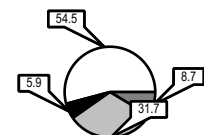
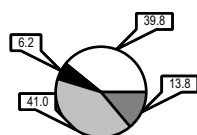
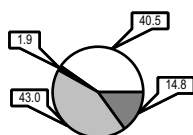
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	355	99.4	36.7	45.4	16.0	1.9	27.5	Yes	Yes
<b>Gender</b>									
Male	195	100.0	48.0	42.2	9.2	0.6	15.0		
Female	160	98.8	22.9	49.3	24.3	3.6	42.9		
<b>Racial/Ethnic Group</b>									
White	146	100.0	28.1	47.7	23.4	0.8	31.3	Yes	Yes
African American	195	99.5	42.9	44.0	10.9	2.3	24.0	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	295	99.3	30.4	48.3	19.0	2.3	31.9		
Disabled	60	100.0	70.0	30.0	0.0	0.0	4.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	355	99.4	36.7	45.4	16.0	1.9	27.5		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	99.4	36.5	45.5	16.0	1.9	27.6		
<b>Socio-Economic Status</b>									
Subsidized meals	259	99.6	41.6	45.9	10.7	1.7	22.3	Yes	Yes
Full-pay meals	91	100.0	22.5	43.8	31.3	2.5	42.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	355	99.7	39.6	38.3	13.7	8.3	29.4	Yes	Yes
<b>Gender</b>									
Male	195	100.0	45.1	35.8	11.6	7.5	27.7		
Female	160	99.4	32.9	41.4	16.4	9.3	31.4		
<b>Racial/Ethnic Group</b>									
White	146	100.0	29.7	42.2	16.4	11.7	34.4	Yes	Yes
African American	195	99.5	48.0	36.0	11.4	4.6	24.0	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	295	99.7	30.8	43.3	16.0	9.9	34.6		
Disabled	60	100.0	86.0	12.0	2.0	0.0	2.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	355	99.7	39.6	38.3	13.7	8.3	29.4		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	99.7	39.4	38.5	13.8	8.3	29.5		
<b>Socio-Economic Status</b>									
Subsidized meals	259	99.6	47.2	35.2	11.6	6.0	24.0	Yes	Yes
Full-pay meals	91	100.0	17.5	47.5	20.0	15.0	45.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	355	99.7	45.0	33.5	10.5	10.9	21.4
<b>Gender</b>							
Male	195	100.0	51.4	29.5	8.1	11.0	19.1
Female	160	99.4	37.1	38.6	13.6	10.7	24.3
<b>Racial/Ethnic Group</b>							
White	146	100.0	32.0	34.4	17.2	16.4	33.6
African American	195	99.5	55.4	32.6	6.3	5.7	12.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	295	99.7	36.1	38.4	12.5	12.9	25.5
Disabled	60	100.0	92.0	8.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	355	99.7	45.0	33.5	10.5	10.9	21.4
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	99.7	44.9	33.7	10.6	10.9	21.5
<b>Socio-Economic Status</b>							
Subsidized meals	259	99.6	51.5	32.2	9.9	6.4	16.3
Full-pay meals	91	100.0	26.3	37.5	12.5	23.8	36.3

<b>Social Studies</b>							
All Students	355	99.7	39.0	39.9	12.1	8.9	21.1
<b>Gender</b>							
Male	195	100.0	48.6	34.1	10.4	6.9	17.3
Female	160	99.4	27.1	47.1	14.3	11.4	25.7
<b>Racial/Ethnic Group</b>							
White	146	100.0	30.5	41.4	16.4	11.7	28.1
African American	195	99.5	46.3	38.9	8.6	6.3	14.9
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	295	99.7	29.7	45.2	14.4	10.6	25.1
Disabled	60	100.0	88.0	12.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	355	99.7	39.0	39.9	12.1	8.9	21.1
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	99.7	38.8	40.1	12.2	9.0	21.2
<b>Socio-Economic Status</b>							
Subsidized meals	259	99.6	46.8	36.9	9.9	6.4	16.3
Full-pay meals	91	100.0	16.3	48.8	18.8	16.3	35.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	42.9	32.5	23.8	0.8	24.6
	7	122	98.4	26.5	60.2	12.4	0.9	13.3
	8	117	100.0	27.3	60.0	12.7	N/A	12.7
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	100.0	56.1	32.7	9.2	2.0	11.2
	7	118	99.2	28.8	53.8	16.3	1.0	17.3
	8	124	99.2	27.0	48.6	21.6	2.7	24.3
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	35.7	35.7	20.6	7.9	28.6
	7	122	99.2	30.7	45.6	15.8	7.9	23.7
	8	117	100.0	34.5	54.5	6.4	4.5	10.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	100.0	39.8	33.7	19.4	7.1	26.5
	7	118	100.0	36.5	30.8	17.3	15.4	32.7
	8	124	99.2	42.3	49.5	5.4	2.7	8.1
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	100.0	57.1	25.5	7.1	10.2	17.3
	7	118	100.0	36.5	40.4	14.4	8.7	23.1
	8	124	99.2	42.3	34.2	9.9	13.5	23.4
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	100.0	42.9	38.8	10.2	8.2	18.4
	7	118	100.0	46.2	35.6	12.5	5.8	18.3
	8	124	99.2	28.8	45.0	13.5	12.6	26.1

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 359)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	31.0%	Up from 24.3%	11.3%	15.5%
Retention rate	3.0%	Up from 2.1%	3.5%	3.0%
Attendance rate	96.3%	Up from 95.0%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.4%	Up from 9.0%	6.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.6%	Up from 8.4%	6.4%	4.6%
Eligible for gifted and talented	15.6%	Up from 15.1%	11.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.9%	Up from 15.1%	14.4%	13.6%
Older than usual for grade	5.3%	Up from 3.3%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 1.6%	0.9%	0.8%
Annual dropout rate	0.0%	Down from 1.7%	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	66.7%	Up from 60.7%	47.8%	51.8%
Continuing contract teachers	59.3%	Down from 67.9%	75.0%	78.1%
Highly qualified teachers	92.0%	Up from 71.4%	88.9%	89.6%
Teachers with emergency or provisional certificates	8.7%	Down from 13.6%	7.7%	6.0%
Teachers returning from previous year	70.8%	Up from 70.3%	84.6%	85.4%
Teacher attendance rate	96.4%	Up from 96.0%	95.0%	94.9%
Average teacher salary	\$42,065	Up 10.2%	\$40,685	\$41,328
Prof. development days/teacher	13.1 days	Up from 12.8 days	11.7 days	11.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 21.3 to 1	20.4 to 1	21.3 to 1
Prime instructional time	91.0%	Up from 89.5%	88.9%	89.3%
Dollars spent per pupil*	\$6,757	Down 8.3%	\$6,532	\$6,022
Percent of expenditures for teacher salaries*	58.6%	Down from 62.3%	58.5%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	98.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	89.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cyril B. Busbee Middle School is an award winning Exemplary Writing School and a South Carolina Red Carpet School. Students, parents, and the school staff worked together this year to increase student attendance. We now have the highest attendance percentage among secondary schools in our district.

The Parent Teacher Student Organization (PTSO) and the School Improvement Council (SIC) worked throughout the year to help students and parents find success at Cyril B. Busbee Middle School. All members of the school community looked forward to moving into a new \$9 million facility during the fall of 2005. The new school is financed by a bond referendum Lexington Two voters approved in 2002. The new construction site is off of the Twelfth Street Extension, on Bulldog Boulevard, two miles from our current location.

We opened the new facility as the Cyril B. Busbee Creative Arts Academy. The school board endorsed the proposal that has three focus areas: 1) arts integration into all subjects; 2) community partnerships with museums, universities, and businesses for enriched arts experiences; and 3) after-school and summer arts instruction for students.

Students benefited from community partnerships and community service relationships with Communities in Schools, Lexington County Mental Health, the Cayce Department of Public Safety, Midlands Technical College, and others. Teachers and administrators applied and received grants for monthly visiting artists and after-school programming. Capacity crowds of parents attended monthly parent-night activities for each curriculum area.

Our instructional staff participated in staff development and collegial conversations to promote professional knowledge about arts integration, reading and writing across the curriculum, and stronger relationships with our school community. Eleven teachers attended the South Carolina Middle School Association's Annual Conference.

To facilitate quality communication for academic achievement, teachers provided current grade averages for parents every ten days. Parents were provided access to all student data online. All students received at least one Pride Report with an affirming message about academic and social success. All students participated in daily enrichment sessions to complete self-selected reading and to practice grade-level standards for mathematics and language arts.

The mission of Cyril B. Busbee Middle School is to champion excellence in education for all. The faculty, staff, students, parents, and community actively work each day to help our students fulfill the school motto: Believe & Achieve

Jennifer Glenn Morrow, Ph.D. - Principal

Theresa Curtis - School Improvement Council Member

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	26	107	52
<b>Percent satisfied with learning environment</b>	95.8%	69.5%	72.5%
<b>Percent satisfied with social and physical environment</b>	92.3%	76.2%	67.3%
<b>Percent satisfied with school-home relations</b>	53.8%	83.5%	57.4%

\*Only students at the highest middle school grade level at this school and their parents were included.